








Annotating Fiction Bookmark

Before	Previewing Title & Subtitles Front, Back, Inside Cover Chapter & Section Titles Pictures
	Character (Who)  Protagonist Antagonist Minor characters Characterization (physical, personality, speech, behavior, actions, thoughts, feelings, interactions) Dynamic vs. Static Characters Round vs. Flat Characters
	Plot (What)  Exposition Falling Action Rising Action Resolution Climax Conflict Theme
	Setting Where When 
	Author's Craft (Fig Lang/Lit Terms) Simile/Metaphor Symbolism Pun Irony Personification Mood/Tone Imagery Dialect Alliteration Allusion Assonance Flashback Onomatopoeia Foreshadowing Hyperbole Suspense Idiom Synecdoche Paradox Point-of-View (1 st , 2 nd , 3 rd –omniscient and limited)
During	Vocabulary  (pg #, sentence, definition, reason used) Words I don't know New words I can use in my writing Words that are important to the story
	Reading Strategies and Codes Questioning ! interesting or surprising Connecting PK Prior Knowledge Predicting ? Confusion Evaluating I Important information Reviewing L Learned something new Visualizing E Emotion shown Inferencing V Good imagery/can visualize P Prediction Margins Jot down explanations of the markings above along with any opinions, reactions, reflections, or comments on writer's craft. Note patterns & repetitions. All markings must have an explanation in the margin.
After	Reflection Review annotations for: -conclusions -examine patterns & repetitions; determine possible meanings -meaning of title -speculation on character future -theme Write a Reader Response

Annotating Non-Fiction Bookmark

Before	THIEVES (Title, Headings, Introduction, Every first sentence, Visuals and Vocabulary, End, Summary)
	Preview the following Text Features: Title, Front Cover & Back Cover, Introduction, Chapter & Section Titles, First Sentences, Illustrations & Visuals, Vocabulary Margins Jot down questions, predictions, & connections
During	Mark the following in the text: Who  When or Where  Vocabulary  ! interesting or surprising PK Prior Knowledge ?? Confusion (Self Monitor) ? Question I Important information (Determine M Main Idea of the text Importance) SD Supporting Detail EX Example L Learned something new E Emotion shown AG/DIS I agree/I disagree (Evaluation) V Good imagery/can visualize INF Inference P Prediction T-T Text-to-text Connection T-W Text-to-World Connection T-S Text-to-Self Connection Margins Jot down explanations of the markings above along with any opinions, reactions, reflections, or comments on writer's craft. Summarize information as you read. (All markings should have an explanation in the margin.)
After	Reflection Review annotations for: -conclusions -meaning of title -examine patterns & repetitions; determine possible meanings -speculate on future; character, narrative, implications, affect -theme -usefulness; how does this apply to life? Write a Reader Response

Self-Monitoring

How do you know when you are confused or stuck?

- 1) The voice inside the reader's head isn't interacting with the text and is only reciting the words on the page, indicating confusion or boredom. The reader is not having a conversation, talking back to the words on the page, asking questions, agreeing or disagreeing with the content.
- 2) The camera inside the reader's head shuts off, and the reader can no longer get a visual image from the words, indicating meaning has been interrupted.
- 3) The reader's mind begins to wander. Thinking about something far removed from the material is a signal that meaning has been interrupted.
- 4) The reader can't remember what has been read. If a reader can't retell part of what has been read, it is a signal that they are confused or stuck.
- 5) Literal, clarifying questions asked by the reader are not answered. This shows that the reader is not focused or does not have enough background knowledge.
- 6) The reader re-encounters a character or concept and has no recollection of when it was introduced or what it is. This signals the reader was not paying attention and needs to repair comprehension.

What do you do when you are confused?

Fix Up Strategies

- Stop and think about what you have already read.
- Reread
- Adjust Reading Rate (Slow Down or Speed Up)
- Determine Importance, Summarize, Retell
- Make Predictions
- Formulate Opinions
- Make Connections
- Ask Questions
- Visualize
- Analyze the Author's Craft
- Use Print Conventions
- Write Reflections, Reactions, or Comments
- Look for Patterns & Repetitions (including text structure)
- Use context clues (synonym, antonym, definition, example, and gist) and morphology for key vocabulary